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ABSTRACT

This study sought to identify and categorized the responses of more than 1600 high school juniors, via personal interviews, to determine the impact of student employment on the student, school, and community. Those students who were employed were found to be a potent force on the local labor market in terms of jobs held, hours worked, money earned, and potential for money saved and spent in the local economy. It was found that: (1) the employed student usually initiated the action necessary in seeking, applying for, accepting, and retaining employment; (2) employed students are meeting many goals of career exploration by directly experiencing the "world of work;" (3) the working student is involved in many human relationships which add to his personal growth and development; and (4) the average working student experiences the responsibilities of money handling, budget making, saving, and spending. Recommendations which emerged from the data are that: official recognition should be given to students who have successful part-time work experience, over time, by means of academic credit or by notation of work on official transcripts; and the employed student should be considered a prime reference source in establishment and maintenance of career education and development programs. (Author)

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LEWISTON HIGH SCHOOL

DEPARTMENT OF GUIDANCE

LEWISTON, MAINE 04240

PART-TIME EMPLOYMENT STUDY

CLASS OF 1973 - LEWISTON HIGH SCHOOL

"EDUCATIONAL EXPERIENCES OUTSIDE THE CLASSROOM"

THOMAS F. MAHANEY

GUIDANCE COUNSELOR

OCTOBER, 1972

FOREWORD

It is important that the results of local research efforts be communicated to students, parents, faculty, and administrative staff in the local education agency. We need to use these results for mandating new curriculum models and practices. The findings of this research indicate considerable student participation in the working world of the community. It seems reasonable to capitalize on this involvement for fostering more community-school interaction. Small group seminars of businessmen and students could be brought together for discussion of mutual concerns. Also, teachers could visit the job settings of these students to develop curriculum practices that draw relations between what we learn and how we earn. Career education will involve the community, professional staff, and students in a team effort for education related to the real world.

Boredom with school (sitting and absorbing) may be alleviated by using the results of this study to plan learning models that meet the individual need of all students. The study suggests that many students could probably complete their formal high school training over a longer period of time with less stress. The tradition of four years may need remodeling to include 2, 3, or 6 year attendance packages. A careful analysis of this data is needed by the Lewiston School System for implications that may lead to changes in educational practice. Many thanks are due to Tom Mahaney for conducting this needed research study.

Charles W. Ryan
Associate Professor of Education
University of Maine, Orono
October 12, 1972

PREFACE

Around the nation many innovative programs related to career and vocational development have been undertaken during the past several years. Implementation of additional projects are probably on the horizon with the overall purpose of providing experiences for students in career exploration relevant to an ever-changing technological society.

The theme of vocational development is presently being extended from Kindergarten to Grade 12 and beyond and includes techniques basic to primary level up to work-study programs for selected students in the senior high school. Yet amid the innovation and planning are a relatively large number of students who function successfully as adults in the world of work. Most of these employed students assume the same responsibilities required of their employed adult counterparts. The working student must exhibit the desired personal characteristics and willingness to learn which are relative to employment application, acceptance, and job retention. Within these areas he must project the ability for team cooperation with the employer and other employees for the benefit of the firm. He is exposed to human relationships, skill attainment, and job frustrations which provide an atmosphere conducive to personal growth and development. He also enjoys economic rewards for his labor which in turn creates self-reliance, independence, and security.

To assist in determining the impact the employed student gains for himself, his school, and his community, a study was initiated in September of 1972 concerning the members of the Class of 1973 of Lewiston High School for the purpose of obtaining a clearer understanding of part-time student employment.

The study is not an attempt to compete with or detract from existing or future programs of career exploration but to contribute to these innovations by providing knowledge of meaningful work experiences which are a common

everyday occurrence. These events, in a large way, are initiated by the employed student himself. Perhaps without realization and through desire or necessity many students have endeavored to satisfy an educational void which career education programs are now beginning to address.

The statistics listed are, by their very nature, approximate in computation. Transient factors such as job entry and curtailment, student transfer, and student drop-out support that conclusion.

It is hoped that the information presented provides the employed student with an awareness of his combined accomplishments and experiences in relation to himself and the community; that educational leaders will view the statistics and conclusions as positive factors which have definite implications for official recognition of the experiences as being valuable, educational, and vocational in nature; and finally that the planners and innovators of career education and exploration projects may view the results of this research as possible instruments to be utilized in their program designs.

ACKNOWLEDGMENT

Sincere appreciation is extended to these individuals who have so graciously contributed to the study:

Participating members of the Class of 1973 - Lewiston High School, without whose complete cooperation and responsiveness the study could not have been undertaken.

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OBJECTIVES

Past counseling sessions with students indicated that many have educational and vocational experiences outside the classroom to which much time any energy are devoted. The accumulation of data concerning these factors infers that an extraordinarily large number of students are involved in these activities. Because a previous study related to the Class of 1970 revealed many unobserved elements of student employment including hours worked, money earned, etc., it was decided to parallel the experience for the Class of 1973.

The inquiry was undertaken to combine secured information into relevant material which has potential for indicating change in educational and vocational developments including guidance services and curriculum. The purposes of the study included the identification and categorization of student responses in an attempt to determine:

A. The number of Lewiston High School Juniors who are employed part-time.

B. The reasons for employment.

C. The methods exercised to obtain employment.

D. The number and types of businesses which employ Lewiston High School students.

E. The type of duties performed.

F. The amount of money earned and the number of hours in employment duties.

G. The salary range per hour.

H. The salary range per week.

I. The comparisons between the employed boys and girls related to course enrollment, extracurricular activities, previous jobs, plans for the future, and automobile ownership.

J. The comparisons between 100 employed Juniors and 100 non-employed Juniors in relation to grades and numerical academic average. (Both groups selected at random.)

K. The number of students who presently are employed in two or more jobs.

L. The average length of time current jobs have been held.

M. The profile of the typical employed student in relation to characteristics projected.

N. The number of students not employed at the time of interview yet actively seeking employment.

O. The number of Juniors who own automobiles and a comparison with the results of Objective J.

P. The comparisons between the Class of 1970 and the Class of 1973.

METHODS

The statistics are based upon information voluntarily given during routine interviews primarily utilized for updating personal records and reviewing educational and vocational plans. An alphabetical listing and card system were adopted with the information added to master charts each week during the school year. The majority of the participants provided information via this method. The remaining students who shared in the study voluntarily submitted a prepared form which contained pertinent data.

Approximately 89 percent of the Junior Class participated in the year-long program. As previously indicated the results are approximate because of many variable factors.

TABLE I - OBJECTIVE A

THE NUMBER OF LEWISTON HIGH SCHOOL JUNIORS WHO ARE EMPLOYED PART-TIME

Total Junior enrollment as of October 1, 1972	515
Total number of Juniors who contributed to the study	458
percent	89
Number of Junior boys employed	114
Number of Junior girls employed	118
Total number of employed Juniors	232
Number of interviewed Juniors employed part-time	232
percent	50.6
Number of Juniors not employed part-time	226
percent	49.4
Total	458

TABLE 2 - OBJECTIVE B

THE REASONS FOR PART-TIME EMPLOYMENT

The reasons presented were similar to those expressed by the Class of 1970:

1. "Helping out at home."
2. "Buying own clothes."
3. "Saving for college."
4. "Saving for a car."

TABLE 3 - OBJECTIVE C

THE METHODS EXERCISED TO OBTAIN EMPLOYMENT

Responses in relation to emphasis included:

1. Personal contact with friends who were employed.
2. Relatives.
3. Filing application with a potential employer who contacted the student on a later date.
4. Guidance Office referral after employer contact with the office.
5. Newspaper Advertisements.

TABLE 4 - OBJECTIVES D AND E

THE NUMBER AND TYPE OF BUSINESSES WHICH EMPLOY LEWISTON HIGH SCHOOL STUDENTS: THE TYPE OF DUTIES PERFORMED ON THE JOB

Specific firm names are being deliberately omitted in this presentation to preserve the anonymity inherent within the study. Instead general classifications and combinations will serve to exhibit the varied places of employment and duty responsibilities.

Places of Employment	Duties Performed
Babysitting - Private Homes 17 students	various childcare, homemaking
Bakeries 4 students	breadmaker, packager, office
Bottling Companies 5 students	load trucks
Construction 1 student	laborer
Dairy 1 student	bottlewasher
Department Stores Downtown Stores Shopping Centers 34 students	office, stock, clerk, pet department, counter, fountain, cashier, warehouse, display, candymaker, wrapper, sewing, alterations, delivery
Pharmacies 2 students	stock, clerk, delivery
Dry Cleaners/Laundries 1 student	office
Federal Employment Programs 12 students	tutoring, janitor, clerk typist, clerk, typist, carpenter's helper
Florists/Landscaping 4 students	landscape work, delivery, handyman

Places of Employment	Duties Performed
Hospitals/Nursing Homes 42 students	switchboard operator, dietary kitchen, food cart, nurse's aide, orderly, kitchen, supply
Motels 5 students	maid
Newspapers 8 students	mailroom, cashier, office, inserter, desk
Poultry/Meat Processing 1 student	janitor
Print Shops 4 students	shipping, delivery, janitor, proofreader, inspector
Restaurants/Lunch/Food Specialty 40 students	chef, salad, car hop, counter, waitress, sandwich maker, utility man, busboy, dishwasher
Self-Employed 1 student	
Shoe Manufacturing 5 students	home stitcher, janitor, clerk, stock
Service Stations/Garages/ Tire Specialty 7 students	attendant
Supermarkets/Grocery/Variety Stores 28 students	stock, meat-room, bundleboy, counter, cashier, clerk, produce department
Theaters 2 students	candy counter, cashier
Miscellaneous 8 students	dishwasher, attendant, library desk, handyman, make counter tops, carpentry, nurses' aide course completed, cashier, foundry (learning trade)

Total Number of Students Employed..... 232

Total Number of Places of Employment..... 96

TABLE 5 - OBJECTIVE F

THE AMOUNT OF MONEY EARNED AND THE NUMBER OF HOURS WORKED BY EMPLOYED STUDENTS

232 Employed Juniors

114 Boys

Earnings		Hours Worked	
Per hour	$ 1.69		
Per week (Group)	$ 4,227.60	Per week (Group)	2,501
Per week (Individual)	$ 37.08	Per week (Individual)	21.6
Per school year (Group Projected)	$156,421.20	Per school year (Group Projected)	92,537

118 Girls

Earnings		Hours Worked	
Per hour	$ 1.51		
Per week (Group)	$ 2,869.68	Per week (Group)	1.901
Per week (Individual)	$ 24.31	Per week (Individual)	16.2
Per school year (Group Projected)	$106,178.16	Per school year (Group Projected)	70,337

232 Boys and Girls

Earnings		Hours Worked	
Per hour	$ 1.61		
Per week (Group)	$ 7,097.28	Per week (Group)	4,402
Per week (Individual)	$ 30.59	Per week (Individual)	18.9
Per school year (Group Projected)	$262,599.36	Per school year (Group Projected)	162,874

TABLE 6 - OBJECTIVE G

THE SALARY RANGE PER HOUR

114 Employed Boys

$2.00 +	10 students
$1.50--$1.99	92
$1.00--$1.49	12
.50-- .99	--
	114 students

High Pay Per Hour	$2.21
Average Pay Per Hour	$1.69
Low Pay Per Hour	$1.20

118 Employed Girls

$2.00 +	3 students
$1.50--$1.99	81 students
$1.00--$1.49	20 students
.50-- .99	13 students
.30-- .49	1 student
	118 students

High Pay Per Hour	$3.50
Average Pay Per Hour	$1.51
Low Pay Per Hour	.30

232 Employed Boys and Girls

$2.00 +	13 students
$1.50--$1.99	173 students
$1.00--$1.49	32
.50-- .99	13
.30-- .49	1
	232 students

High Pay Per Hour	$3.50
Average Pay Per Hour	$1.60
Low Pay Per Hour	$ .30

TABLE 7 - OBJECTIVE H

THE SALARY RANGE PER WEEK

114 Employed Boys

$70.00 +	3 students
$60.00--$69.99	7
$50.00--$59.99	12
$40.00--$49.99	26
$30.00--$39.99	26
$20.00--$29.99	27
$10.00--$19.99	6
$ 1.00--$ 9.99	7
	114 students

118 Employed Girls

$70.00 +	0
$60.00--$69.99	0
$50.00--$59.99	1 student
$40.00--$49.99	10
$30.00--$39.99	23
$20.00--$29.99	42
$10.00--$19.99	32
$ 1.00--$ 9.99	10
	118 students

232 Employed Boys and Girls

$70.00 +	3 students
$60.00--$69.99	7
$50.00--$59.99	13
$40.00--$49.99	36
$30.00--$39.99	49
$20.00--$29.99	69
$10.00--$19.99	38
$ 1.00--$ 9.99	17
	232 students

High Weekly Salary	$73.85
Average Weekly Salary	$30.59
Low Weekly Salary	$ 3.20

TABLE 8 - OBJECTIVE I

THE COMPARISONS BETWEEN EMPLOYED BOYS AND EMPLOYED GIRLS IN SPECIFIC AREAS

114 Employed Boys

Course	# of Extracurricular Activities Students--Activities	Previous Jobs Held Students--Jobs	Definite Plans For Future?	Car Ownership
College Prep 33 students	11 -- 0 16 -- 1 5 -- 2 1 -- 3	9 -- 0 20 -- 1 4 -- 2	yes -- 29 no -- 4	4
General 27 students	24 -- 0 3 -- 1	7 -- 0 15 -- 1 5 -- 2	yes -- 21 no -- 6	3
Business 13 students	6 -- 0 6 -- 1 0 -- 2 1 -- 3	3 -- 0 8 -- 1 2 -- 2	yes -- 11 no -- 2	1
Industrial Arts 10 students	9 -- 0 1 -- 1	1 -- 0 8 -- 1 1 -- 2	yes -- 9 no -- 2	1
Vocational 31 students	21 -- 0 10 -- 1	10 -- 0 15 -- 1 6 -- 2	yes -- 29 no -- 2	5
Totals 114 students	71 -- 0 36 -- 1 5 -- 2 2 -- 3	30 -- 0 66 -- 1 18 -- 2	yes -- 99 no -- 15	14

TABLE 8 - OBJECTIVE I (CONT.)

118 Employed Girls

Course	# of Extracurricular Activities Students--Activities	Previous Jobs Held Students--Jobs	Definite Plans For Future?	Car Ownership
College Prep 44 students	11 -- 0 14 -- 1 7 -- 2 7 -- 3 0 -- 4 1 -- 5 2 -- 6 2 -- 7	13 -- 0 25 -- 1 6 -- 2	yes -- 42 no -- 2	2
General 23 students	17 -- 0 3 -- 1 2 -- 2 1 -- 3	3 -- 0 19 -- 1 1 -- 2	yes -- 19 no -- 4	-
Business 51 students	25 -- 0 19 -- 1 5 -- 2 2 -- 3	14 -- 0 25 -- 1 11 -- 2 1 -- 3	yes -- 42 no -- 9	-
Totals 118 students	53 -- 0 36 -- 1 14 -- 2 10 -- 3 0 -- 4 1 -- 5 2 -- 6 2 -- 7	30 -- 0 69 -- 1 18 -- 2 1 -- 3	yes -- 103 no -- 15	2

TABLE 8 - OBJECTIVE I (CONT.)

232 Employed Boys and Girls

Course	# of Extracurricular Activities Students--Activities	Previous Jobs Held Students--Jobs	Definite Plans For Future?	Car Ownership
College Prep 77 students	22 -- 0 30 -- 1 12 -- 2 8 -- 3 0 -- 4 1 -- 5 2 -- 6 2 -- 7	23 -- 0 45 -- 1 10 -- 2 0 -- 3	yes -- 71 no -- 6	6
General 50 students	41 -- 0 6 -- 1 2 -- 2 1 -- 3	9 -- 0 35 -- 1 6 -- 2	yes -- 40 no -- 10	3
Business Vocational Industrial Arts 105 students	61 -- 0 36 -- 1 5 -- 2 3 -- 3	28 -- 0 57 -- 1 20 -- 2 1 -- 3	yes -- 91 no -- 14	7
Total 232 students	124 -- 0 72 -- 1 19 -- 2 12 -- 3 0 -- 4 1 -- 5 2 -- 6 2 -- 7 --	60 -- 0 137 -- 1 36 -- 2 1 -- 3	yes -- 202 no -- 30	16

Observations:

Although 124 students are not involved in extracurricular activities (in-school and out-of-school), a relatively high number (72) have at least one club/social function in addition to employment and 35 participate in two or more activities. Five employed students partake in five to seven activities.

Employed girls are involved in more activities than employed boys.

Although the Business/Vocational/I. A. students have the highest employment total, their extracurricular activity membership is approximately the same as the college prep and general courses combined.

137 employed students have held at least one job previous to their present employment and 37 had experience in two or more jobs.

A great majority of employed students have indicated general plans for the future. A total of 202 students (87%) indicated a positive response to the question: "What are you going to do after graduation from high school?" The answers, although in many instances not definite, revolved around "going to college," "going to vocational school," "going to work," and "going into the service." It has not been determined whether or not work experience can be related to the attitude about future plans, but it can be stated that the employed students exhibit positive thinking about post-high school activity.

TABLE 9 - OBJECTIVE J

THE COMPARISON OF 100 EMPLOYED JUNIORS BETWEEN 100 NON-EMPLOYED JUNIORS IN RELATION TO GRADES AND NUMERICAL ACADEMIC AVERAGE. (BOTH GROUPS SELECTED AT RANDOM)

Employed Boys

Grades For Individual Subjects (Half Year)	Employed-- 43 Students	Non-Employed-- 40 Students
A 93 -- 100	8	12
B 85 -- 92	46	41
C 76 -- 84	57	64
D 70 -- 75	44	36
E Below -- 70	24	15
Incomplete	1	4
Total Number of Subjects --	178	172
Academic Average --	77.3	79.1

Employed Girls

Grades For Individual Subjects (Half Year)	Employed-- 57 Students	Non-Employed-- 60 Students
A 93 -- 100	27	36
B 85 -- 92	96	115
C 76 -- 84	95	85
D 70 -- 75	31	26
E Below -- 70	13	12
Incomplete	2	4
Total Number of Subjects --	264	278
Academic Average --	82.7	83.2

100 Employed Students--100 Non-Employed Students

Grades (Half Year)	Employed Boys/Girls 100 Students	Non-Employed Boys/Girls 100 Students
A 93 -- 100	35	48
B 85 -- 92	140	156
C 76 -- 84	152	149
D 70 -- 75	75	62
E Below -- 70	37	27
Incomplete	3	8
Total Number of Subjects --	442	450
Academic Average --	80.0	81.1

Observations:

The academic records of students selected to provide necessary information for Objective J were chosen basically on the criteria of employment and non-employment. The groups were determined by random selection.

The employed boys achieved a slightly lower academic average (77.3) than did the non-employed boys (79.1). The employed boys also failed nine more subjects (24) than did non-employed boys (15) but had a slightly better advantage in relation to subjects incomplete (1) as compared to non-employed boys (4). Both groups were very close in grade achievement totals (A, B, C, and D's) with the employed boys achieving a total of (151) and the non-employed exhibiting (153).

The non-employed girls achieved a slight margin (.5) higher numerical average (83.2) than the employed girls (82.7) as well as obtaining a 13 point achievement advantage (in relation to the total number of A, B, C, D's). The non-employed girls obtained 262 grades A through D, while the employed girls obtained 249 grades A through D. There was little difference in the number of subjects failed: (12) employed to (13) non-employed.

The most significant factor appearing when both groups (boys and girls--employed and non-employed) are compared is the numerical academic average of 80.0 for the employed group and 81.1 for the non-employed group. It would appear that employment apparently exerts little influence in grade attainment with improvement or depreciation of grades related chiefly to personal/motivational factors.

TABLE 10 - OBJECTIVE K

THE NUMBER OF STUDENTS WHO PRESENTLY ARE EMPLOYED IN TWO OR MORE JOBS

3 Students (2 boys--1 girl)

TABLE 11 - OBJECTIVE L

THE AVERAGE LENGTH OF TIME CURRENT JOBS HAVE BEEN HELD

High -- 3 years
Average -- 8--10 months
Low -- 1 week

TABLE 12 - OBJECTIVE M

THE PROFILE OF A TYPICAL EMPLOYED STUDENT IN RELATION TO CHARACTERISTICS PROJECTED BY THE STUDY

How Job Was Obtained	--	A friend
Average Length of Time on Job	--	8 to 10 months
Place of Employment	--	Department Store, Hospital, Restaurant, or Supermarket
Duty	--	Cashier, Stock, Office, Dishwasher, Saladmaker, or Janitor
Hours Per Week	--	18.9
Pay Per Hour	--	$1.60
Pay Per Week	--	$30.59
Academic Average	--	80.0
Course Enrollment	--	College Prep or Vocational
Extracurricular Activity	--	1 Activity
Number of Previous Jobs Held	--	1
Plans For the Future	--	Definite Plans
Car Ownership	--	No

TABLE 13 - OBJECTIVE N

THE NUMBER OF STUDENTS NOT EMPLOYED AT THE TIME OF THE INTERVIEW YET WHO WERE ACTIVELY SEEKING EMPLOYMENT

At the time of interview 92 students, 58 girls and 34 boys, were actively seeking employment. As a Guidance Department service, their names were listed on a reference form and during the year approximately 18 students were placed on jobs.

TABLE 14 - OBJECTIVE O

THE NUMBER OF JUNIORS WHO OWN AUTOMOBILES AND THE COMPARISON ACADEMICALLY WITH THE RESULTS OF OBJECTIVE J

Number of interviewed Juniors who own cars -- 27

Academic Averages:

100 Employed Juniors	(Selected at Random)	-- 80.0
100 Non-Employed Juniors	(Selected at Random)	-- 81.1
27 Juniors Who Own Automobiles		-- 77.1

Observation:

The statistics suggest that car ownership basically has little influence on grade attainment if considered by itself. Again, personal ability, philosophy, and motivation appear to be the main criteria which affect academic achievement.

TABLE 15 - OBJECTIVE P

THE COMPARISONS BETWEEN THE CLASS OF 1970 AND THE CLASS OF 1973

EMPLOYMENT CHARACTERISTICS	1970	1973
Number Interviewed	517	458
Number Employed	243	232
Percent Employed	47%	50.6%
Total Boys Employed	138	114
Total Girls Employed	105	118
Group Earnings Per Week	$6,167.33	$7,097.28
Hours Employed Per Week	4,355	4,402
Average Salary Per Week (Individual)	$25.37	$30.59
Hours Employed Per Week (Individual)	17.9	18.9
Average Salary Per Hour (Individual)	$1.41	$1.61
Number of Self-Employed Students	5	1
Two or More Jobs Concurrently	5	3
Reasons for Employment	similar	similar

Observation:

The Class of 1973 earns more money per hour and per week, works more hours, and has more employed students than the Class of 1970.

SUMMARY

The information related by the participating Juniors indicate that they are a potent force on the local labor market in terms of jobs held, hours worked, money earned, and potential for money saved and expended in the local economy. The 232 working students are employed by at least 96 local businesses and perform many types of necessary, valuable, and responsible functions for their employers while earning approximately $7,100 per week.

The statistics lend support to the following conclusions:

1. The employed student in most instances initiated the action necessary in seeking, applying, accepting, and retaining employment. Approximately 50 percent of the Junior class exhibit this quality.

2. The employed students perhaps without cognizance, are meeting many goals of career exploration by directly experiencing the "world of work". They are gaining insight not only into their functional area but also are usually exposed to the duties of other employees in different departments.

3. The employed students experience the "hands-on" recommendation promulgated by career education leaders. Although this emphasis may only be in limited areas, the involved students have the advantage of experiencing life in a business venture through active participation.

4. The working student is involved in many human relationships with their rewards and frustrations which provide a sound atmosphere for his personal growth and development. The employed student is participating in an educational/vocational experience.

5. The average working student has the opportunity to experience responsibility in money handling, budget making, saving, and spending. A few experience the responsibilities related to an automobile purchase and upkeep. Most provide personal clothing and accessories which is a definite asset to parents.

6. The student who has job responsibility compares favorably with his non-employed peers in many instances. Employment and academic achievement are personal factors which relate to ability, motivation, and desire. It is the individual who determines his success in each area.

7. The employed students generally provide time for one club or social school related activity.

8. The employed student usually has obtained previous employment experiences prior to his junior year in high school.

9. The employed student, on the average, has functioned successfully on his present job for 8-10 months.

10. The large majority of employed students have exhibited positive thinking related to planning for their future careers.

11. The Guidance Office provides the opportunity for students to obtain educational and vocational experiences by cooperating with employers who are seeking part-time workers. Employers are furnished with names of applicants and interviews are arranged. (The reference list compiled as a part of the study provided employment for 18 students this year.)

12. The results of the study not only uphold but improve upon many similar characteristics exhibited by the Class of 1970 survey. (Table 15)

13. The ownership of automobiles does not in itself detract from academic achievement. Again, the outcome tends to be based upon individual ability and motivation.

This study involved the majority of the numbers of the Class of 1973 of Lewiston High School. A much greater insight into the impact of student employment experiences in a given community could be attained by involving the total school population. In Lewiston this would project results composed of the tabulation of responses of 1600-plus students. It would appear that student employment is a vital factor both for the participants and the community.

RECOMMENDATIONS

In concluding the study, it is appropriate to submit to education leaders and career education advocates, two major recommendations which are pertinent to the data described herein.

1. It is proposed that official recognition be given to students who have successful part-time work experience during an acceptable period of time. The acknowledgment could be constituted by means of award of one academic credit toward graduation requirements; by official notation of the work experience success on official transcripts and recommendations; or by other means as established by a study committee.

Rationale:

The educational community should evaluate and recognize the potential value of gainful employment and responsibility illustrated by employed students. This pertains to the educational and vocational experiences received by the working student in "real life" situations where he is "learning and earning by doing."

The Guidance Department could serve as liaison between the parents, students, and employers by providing:

A. Parental Permission Forms.

B. Employer Participation Forms.

C. Employer Evaluation Forms.

D. Guidance Validation Forms.

Personal and telephone contact would be an intricate component of the program.

The acceptance and implementation of this proposal could provide additional approaches for educational and vocational experiences within a community. (See Recommendation 2)

School-community relations could be enhanced by:

1. The involvement of parents in a cooperative effort leading to credit award for these activities.

2. The participation of employers who have supervisory responsibility in grade determination (numerical or pass-fail) and student evaluation in terms of pre-arranged and specified objectives/activities.

In themselves, these approaches suggest positive action toward understanding, participation, and the development of a sense of belonging and involvement.

Finally, education leaders should be aware that many employed students will be the permanent voting residents of a given community in the future. By insuring that employed students achieve recognition for experiences which are a very important part of their daily lives, the proponents of education may possibly discover many extra friends at the polls when referendum petitions related to education appear on the ballot.

2. It is proposed that the employed student be considered a prime reference source in the establishment and maintenance of career education and development programs.

Rationale:

Although a major objective of career education is to expose students to many divergent possibilities in relation to the "world of work," it should be recognized that many students have initiated this action, limited perhaps and without direction, to satisfy personal needs. Through desire or necessity many students are achieving several of the goals of career education without realization.

It is suggested that administrators, teachers, and counselors be sensitive to various possibilities concerning the employed student.

For Example:

A. The opportunity to compile knowledge of the names of businesses which employ high school students. This would include duties, salary, hours, etc. (As illustrated in this study.)

B. The establishment of reference lists for employment recommendations for non-employed students seeking work.

C. The excellent possibility for personal contact with businessmen which could aid positive school-community relationships. This prospect could develop into mutual visits and meetings.

D. The employed student offers first-hand knowledge of "life in the world of work." His experiences could be utilized within individual classrooms and group guidance through systemized procedures.

Possibilities exist for:

1. The development of tapes, both audio and visual, by employed students which could be utilized as career exploration information within the school library or guidance office.

2. The expanded use of the tapes for the junior high school and elementary grades.

3. The personal visits by selected employed students to the junior high school and elementary school to relate and illustrate their functions at work.

4. The establishment of a "Boss Day" or "Boss Night" when employed students would ask their employers to visit their school to meet with students, parents, teachers, and administrators. Specialized functions such as explanation of company purpose, employment factors, etc., could be established for various group meetings.

5. The "Take a Friend to Your Job Day" program could be developed; and employed student would invite another student who is interested in learning about his specific work experiences to his place of employment. (With employer approval.) This development would provide a basic opportunity for students to have "on-the-spot" knowledge of the world of work.

It is apparent that there is an opportunity both to recognize and utilize the ambition, energy, desire, and talent of the employed student within the educational structure. The group represents an enormous amount of untapped and unclaimed resource available in the average school system or district. With vocational education and career education and exploration major focal points of the seventies, a large number of employed students are waiting in the wings for a cue to step forward and be a very important part of the educational process.